

# THE ANALYSIS OF APPROPRIATE TEXTS IN *READING COMPREHENSION SKILLS AND STRATEGIES 4* TEXTBOOK FOR USE BY THE STUDENTS OF THE ENGLISH DEPARTMENT OF UNESA

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**Abstract:** The present study is to analyse the appropriateness of content and development of texts in *Reading Comprehension Skills and Strategies 4* textbook for use by the students of the English Department of Unesa. Based on result of research, it is concluded that the content and development texts, in terms of themes: they use simple ideas; clause complexes: they use three kind of logical meaning consisting of elaboration, extension, and enhancement; moods: they use synonymous of subjects consisting of reference, lexical cohesion, phrasal noun cohesion, synonym, substitution position from subject to object, repeat of lexicon, and inference; and transitivity: they use types of processes consisting of intensive, material, existential, verbal, mental, causative, possessive, and behavioural. The lecturer and students' verbal and non verbal expression as long as reading comprehension class can assist the researcher to analyse the content and development of texts in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of English Department of Unesa.

**Keywords:** *text analysis, the appropriateness of content and development of texts in terms of theme, clause complex, mood, and transitivity; and Reading Comprehension Skills and Strategies 4 textbook*

Today, there are some reading materials available, such as: Start Learning English and English for Fun for Elementary School, *BSE (Buku Sekolah Elektronik)*, the School Electronic Book for Junior Middle School, and Senior High School (Diknas, 2006), All Items English for Senior High School, and *Reading Comprehension Skills and Strategies 4* textbook ([www.sadleback.com](http://www.sadleback.com), 2002).

There were some researchers analysing texts. *The Language Metafunctions of Texts used as English Teaching Materials for Water Resources Engineering Students School of Engineering Universitas Brawijaya* done by Darmayanti (2012). The findings of research are that each text utilizes various language resources in which text is structured in certain ways to achieve its objectives. *The Quality of Model Written Texts in the Recommended Senior High School English Textbook* done by Rukmini (2009). The results reveal that only eleven out of a hundred and fifteen reading texts are problematic in their rhetorical development. This indicates that most of them achieve their respective social purposes and can be used as model texts. *The Quality of Reading Materials Used in the "English in Focus" Textbook for the Ninth Graders* was done by Nugraha (2012). The findings of research showed overall (readability, suitability, exploitability, and authenticity), the quality of reading materials used in the textbooks is good. *Topical Structure Analysis of English Education Students' Expository Essays* done by Santihastuti (2012). The three findings of research showed that the first, TSA is a fruitful framework for text analysis as it successfully identifies the problems of coherence in the students' essay. The second, the writing instructors need to train their students on how to apply TSA for students' self analysis. The third, TSA is seen as a good alternative teaching materials for student in learning coherence since most writing books do not provide clear instruction of building coherence; instead they only show the ways to use transitional signals or cohesive devices.

The research focuses on analysing appropriate texts in *Reading Comprehension Skills and Strategies 4* textbook used by the English Department of Unesa through the theme, clause complex, mood, and transitivity.

## Method

Researcher selected nine texts as the objects of research. Dealing with the technique of collecting data, the researcher identified, classified, and selected texts from *Reading Comprehension Skills and Strategies 4* textbook. To identify texts from *Reading Comprehension Skills and Strategies 4* textbook, he read the table of contents. Based on topics of reading materials, researcher selected nine texts from *Reading Comprehension Skills and Strategies 4* textbook. The technique of collecting data was done to find out the representative data. To have the representative data, the researcher had a good preparation to analyse data.

After analysing data from classroom observation, the researcher analysed texts from *Reading Comprehension Skills and Strategies 4* textbook as the data of research. He conducted triangulation data through intensive reading: read the text one by one to find out idea of each text, and through heuristic reading: used a

clause divided to become theme and rheme, clause complex had logico-semantic relation: elaboration (a relationship of restatement), extension (a relationship of addition and variation), and enhancement (relations with time, condition, and cause). This is an intensive reading to find out theme of text.

## Findings and Discussion

### Findings

Based on text analysis, *Reading Comprehension Skills and Strategies 4* textbook consists of various themes. The various themes are animal, environment, family, sports, and etc. There are sub-skills in *Reading Comprehension Skills and Strategies 4* textbook consisting of identifying, classifying, comparing and contrasting, recalling, making, recognizing, memorizing, using, mapping, categorizing, scanning, interpreting, analyzing, and evaluating. The sub-skills used as references and were implemented to compose texts with various themes.

To attract the students' interest the content and development of texts consists of various themes giving the students choices to select which themes they interested in. Based on their interesting reading materials can motivate the students to become more active in reading comprehension class. The combination of external and internal motivation encourages the students to achieve the purpose of reading comprehension.

The appropriateness of content and development of texts in *Reading Comprehension Skills and Strategies 4* textbook are simple texts consisting of one and two paragraphs. The texts are compiled with the exercises. The appropriateness of content and development of texts of *Reading Comprehension Skills and Strategies 4* textbook refers to sub-skills: identifying, classifying, comparing and contrasting, recalling, making, recognizing, memorizing, using, mapping, categorizing, scanning, interpreting, analyzing, and evaluating. Each sub-skill has one until two texts compiling with exercises. Sub-skills are used as references to develop texts so the appropriateness of content and development of texts and sub-skills are in line.

So there are four findings of the appropriateness of content and development of texts in *Reading Comprehension Skills and Strategies 4* textbook. The four findings are various themes, simple texts, synonymous subjects, and type of processes. The appropriateness of content and development of texts are reflected in four findings of texts in *Reading Comprehension Skills and Strategies 4* textbook.

### Discussion

This discusses appropriateness of content and development of themes and its implication in *Reading Comprehension Skills and Strategies 4* textbook for use by the students of the English Department of Unesa. The researcher reports the findings as the result of research. He reports the findings of appropriateness of content and development of theme and its implication in reading comprehension class.

Reading comprehension class found appropriateness of content and development of theme in *Reading Comprehension Skills and Strategies 4* textbook. Appropriateness of content and development of themes relate with improvement of reading materials (texts). The content and development of themes of texts consist of single theme: topical theme in text 1 and 8, multiple theme: attitudinal theme (interpersonal theme in text 3) and conjunctive theme (textual theme in text 2, 9, and 10), both theme (topical, interpersonal, and textual in text 11); unmarked theme: subject/theme [declarative] in text 1 and 8, WH/theme [WH-interrogative] in text 4, finite/theme [interrogative] in text 5; predicated theme: theme (It + be + ....) in text 6, and rheme (that/who ...) in text 7.

This discusses appropriateness of content and development of clause complexes and its implication in *Reading Comprehension Skills and Strategies 4* textbook for use by the students of English Department of Unesa. Reading comprehension class found appropriateness of content and development of clause complexes in *Reading Comprehension Skills and Strategies 4* textbook. Appropriateness of content and development of clause complexes show logical meaning of texts in *Reading Comprehension Skills and Strategies 4* textbook.

Texts in *Reading Comprehension Skills and Strategies 4* textbook consist of majority of parataxis (text 1, 2, and 3) than hypotaxis. Clauses have coordinative relationship in parataxis. In hypotaxis, clauses have subordinative relationship. Logico-semantic relation – expansion shows in texts 1, 2, and 3. Those texts have elaboration (relationship of restatement or equivalent), extension (relationship of addition and variation), and enhancement (relations with time, cause and condition).

This discusses appropriateness of content and development of moods and its implication in *Reading Comprehension Skills and Strategies 4* textbook for use by the students of the English Department of Unesa. Reading comprehension class found appropriateness of content and development of moods in *Reading Comprehension Skills and Strategies 4* textbook. Appropriateness of content and development of moods relates with student/learner center in activities of reading comprehension class. Reading comprehension class has two subjects: lecturer and student. Each subject has his own activity. Both of subjects have activities, so subjects and their activities have relationship each other.

Texts in *Reading Comprehension Skills and Strategies 4* textbook have subjects. Each clause in texts has subject, one text may have one (singular) subject, another texts may have plural subjects (more than one subject). Appropriateness of content and development of mood shows subject and finite have closed relationship. Singular subject has singular finite and plural subjects have plural finite. Majority singular subject and finite show in text 1 and 2, plural subjects and finite show in text 3.

Based on Shanon and Weaver (1949: 7) (see chart 4), communication chain, students and textbook have same role, noise sources. Student/learner center point of view differentiates students and textbook, students as internal factor and textbook as external factor. Noise sources: students and textbook are important for lecturers' understanding to think more objective in reaching the purpose of reading achievement. Lecturer makes and prepares syllabus and lesson plan, so appropriate texts are going to help him/her to reach the purpose of reading achievement.

This discusses appropriateness of content and development of transitivity and its implication in *Reading Comprehension Skills and Strategies 4* textbook for use by the students of the English Department of Unesa. Reading comprehension class found appropriateness of content and development of transitivity in *Reading Comprehension Skills and Strategies 4* textbook. Appropriateness of content and development of transitivity shows type of processes (in text 1 – 11) of reading comprehension class.

There are some activities of reading comprehension class. It is better to start reading comprehension class with selecting appropriate texts (in terms of transitivity or process of type) as reading materials. Appropriate texts can increase learning opportunity to reach the purpose of reading achievement, on other hand inappropriate texts can decrease learning opportunity to reach the purpose of reading achievement.

### Conclusion and Suggestions

The text analysis reveal that the content and development of texts in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of the English Department of Unesa. To fulfil sub-skills, the contents of themes of texts are single theme, multiple themes, unmarked theme so the developments of texts are single theme (topical theme: text on page 89), multiple themes (textual theme: text on page 90, interpersonal theme: text on page 92), and *Reading Comprehension Skills and Strategies 4* textbook consists of various numbers of texts. Though the content and developments of texts are simple but the texts have comprehensive or content rich. Content rich means that the texts deliver comprehensive information for the students.

The content and development of themes in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of the English Department of Unesa. The contents of theme or idea are single theme, multiple themes, and unmarked theme so the developments of themes to become texts are in line with the kind of themes. The content and development theme consist of topical theme, interpersonal theme, and textual theme. Theme in a primary clause has the grammar of textual meaning with theme in secondary or following clauses use: categorical themes (topical theme, textual theme, and interpersonal theme).

The content and development of clause complexes in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of the English Department of Unesa. The content and development of clause complexes use system of taxis and logico semantic relation. The system of taxis uses parataxis and hypotaxis. Majority of texts consist of parataxis rather than hypotaxis. Logico semantic relation consists of projection and expansion. Projection consists of locution and idea. Expansion consists of elaboration, extension, and enhancement. Elaboration is the relationship of restatement. The clause complex in a primary clause has the grammar of logical meaning with clause complex in secondary or following clauses use logico-semantic relation (elaboration, extension, and enhancement).

The content and development of moods in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of the English Department of Unesa. The content and development of moods use synonymous of subjects consisting of reference, lexical cohesion, phrasal noun cohesion, synonym, substitution position from subject to object, repeat of lexicon, and inference.

The content and development of transitivity in *Reading Comprehension Skills and Strategies 4* textbook are appropriate for use by the students of the English Department of Unesa. The content and development of transitivity use types of processes consisting of intensive Process, material Process, existential Process, verbal Process, mental Process, causative Process, possessive Process, and behavioural Process.

Based on the findings and the discussion, the researcher underlines that the suggestions are addressed to other researcher specifically English lecturers for continuing research in this issue, and to the students of English Department for constructing effort to reach optimal result of learning reading.

A further research which might be designed as text analysis should focus on writing materials through classroom observation and interviewing the lecturer and the students. The text analysis in writing materials would assist the lecturer or researcher to analyse them, primarily to select and develop theme, clause complex,

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mood, and transitivity; to improve comprehensive listening, speaking and writing materials. So, reading materials, listening, speaking and writing materials are in line to increase the quality of learning materials.

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## Biodata

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